

CHAPTER I

INTRODUCTION

This chapter comprises background of the research, problem statement, objective of the research, significances of the research, and the scope of the research.

A. Background

Teaching a language must cover all of the language skills especially reading. Reading is an important thing which is always improved in language learning process, because it is one way to get information in written form. To get information in reading is not easy. The reader must use thinking and intellect to get comprehension of the text because when the reader read a text and he cannot get information of the text, he will not get the main idea.

Pike in Eloff (2004) explained that there are three processes to get information when readers are reading text. They are semantic, syntactic and graphophonic process. In Semantic process, the reader will interpret the reading text to get the meaning of the text and the main idea of reading. Syntactic process is getting information by using connection between words, sentences and paragraphs. Graphophonic process is getting information of the text by using visualisation and decoding.

Furthermore, Patel and Jain (2010: 114) said that Reading is not only a source the information and pleasurable activity but also a means of consolidating and

extending one's knowledge of the language. Therefore, reading can increase language's knowledge such as semantic, pronunciation, grammar, and vocabulary.

In teaching reading from conventional until the modern methods, strategies and media have been introduced the experts to be used in teaching process. But some of methods are not applying well because of some factors, such as teacher comprehension, learning process and condition. So that, in teaching process before coming into the class teacher must know what he will do in their class. The selection of method, strategy and media can make the process of learning to get success. In Other words, the method, strategies and media will determine the success of teaching and determine of students' comprehension. Everything the teacher's action in class will change and influence the students' thinking, feeling and acting.

This statement above related with Lazanov's statement in Deporter (2008: 3) said "Everything is to be meaningful, every word, thinking, action and association, and how long you change your environment, presentation and teaching planning, as if your teaching process in your class."

Students' reading comprehension was still the key of problem in teaching reading. Most of the students realized this problem so that the teacher had to know how to overcome it. Thinking about the strategies and media were step of helping of students in this problem. One school involving problem in reading comprehension was the second grade of SMP Ponpes Putra IMMIM Makassar in 2013 year. Their English teacher said that students were more interested in speaking and listening. But In reading they were not interested because when their English teacher taught reading

to them, most of the students were unconcern and uninfluence their reading scores. This was proved when was giving them test in mid-semester, some of them unsatisfied because they got scores under of KKM and KKM in this semester was 73.

The way to increase students' reading comprehension was students' interest. Students' interest was needed because from interest, teacher could begin the teaching process well. Students could be happy when they were interested in the subject. When students were not happy in teaching they can feel bored. Therefore, they were not ready to study. Goleman in Deporter (2008) stated that when the brain accepts intimidation or stress, it can influence the capacities of brain to rational thinking because the brain will be small and listlessness to access of higher order thinking skills.

The good media can increase students' interest and comprehension in reading. Media can give good effect in teaching. Media is a tool to help teacher to explain the lesson and help the students to easy understand. Besides that, it can help the teacher to be creative in teaching. Arsyad (2007) said "Media is mediator to send information from sender to receiver, such as photo, radio, image, TV, and magazine." From this definition media is useful to use in classroom, not only for teacher but also for students.

There are some kinds of media in teaching and they can be used in teaching process, such as visual, audio, and audio- visual media. The most important thing of teacher in using media is considering the situation and condition. It means that, teacher must know the students' emotion, feeling and desire. According to Gagne in

Arsyad (2007: 4) said “Media of learning is the tools of using to explain material in teaching.”

The example of media can be used in reading is comic life. Comic life is one of the kind of comic right now. It makes from software called ‘Comic Life’ too. Comic Life is different from other comic because it can make it easy and Comic Life is colourful comic. So that comic life is not only for increasing the students’ interest in reading but also making the teacher more creative to make media in teaching.

In other hand, Thacher (2007) expalined that there are two foundations to use comic in the classroom, they are:

The first, for the pre-reader, a comic can be purely graphical in nature and help provide practice with sequencing as well as concrete to abstract transitions using illustrations instead of written words. The written component of a comic can be introduced when the early readers are ready to connect words with images. Comics can help early readers with language acquisition problems by providing visual clues to the context of the narrative.

The second, for advanced readers more, comics can contain all the complexity of 'normal' written material which the student must decode and comprehend, such as puns, alliteration, metaphors, symbolism, point of view, context, inference, and narrative structures. A comic can also be a stepping-stone to more complex and traditional written work. A single pane in a comic can represent paragraphs worth of written material in a manner that is enjoyable and effective for the early or challenged reader.

Students can be easy to understand the story by using comic because comic has picture to help the students to interpret the story before the students read the text in the comic. Picture in comic help the reader to get information what the text will tell. McCloud (2008) said “Comic is pictures and other symbols can be juxtaposition in a model to give information and aesthetic from the reader.” Therefore, most of the students like to read book which has picture than reading book without pictures.

Comic has its own power to use it in teaching because comic can increase students’ interest through their combination of pictures and story. Beside that comic can make students easy to understand the story from visualisation. Reader needs visualisation to give decoding of reading text. Comic helps the students to do imagination when reading process is running. Nagi and Scott in Hirai (2009) said that “Visual language can include such as graphics, images, gesture and body language.”

When using Comic Life as media, teacher is not necessary to adopt comic from the available comic but he can make comic easy by using Comic Life software. So that, teacher can make it suitable with students’ level because the best reading text for students is text depend on the students’ level.

There are some advantages of comic. The students are familiar with comic. Besides that, the function of comic is media visual. From media visual can increase the comprehension of reader or students in reading. Levied and Lentz in Arsyad (2006) explained that “The function of media of visual are (1) Attention, media of visual can be students more care for subject of learning. (2) Affective, relation with the students’ feeling about the students’ progress in learning process. (3) Cognitive,

relation with students' ability by using visual media. (4). Convent-stories, to determine the students get the point of subject are easy or difficult.”

Not only is using media, but also the teacher must pay attention with using strategy in the classroom. Media and strategy can be integrated in teaching process. Because from strategy, the teacher can apply the media through the steps of strategy, in other hand, strategy can help the students to understand more and interest in learning process.

In this research the researcher used the Directed Reading Activities strategy. Ruddell (2005) explains that The Directed Reading Activity is designed by Betts in 1946 to increasing students' comprehension of text. In this strategy, there are five steps to improve students reading comprehension, they are (1) Preparation of reading, (2) guided silent reading (3) comprehension development (4) skill development (5) extension and follow up activities. From this steps the teacher can guided the students in learning reading comprehension without awkward in teaching process.

According to Herber in Ruddel (2005) has been redesigned this strategy, the Directed Reading Activities strategy has any variations so the teacher can be interpreting and applying in the classroom depend on the teacher creation and the situation in their classroom. When the teacher will interpret and apply this strategy must know the purpose of the strategy. This strategy is focusing to increase students' reading comprehension. This strategy is suitable with the elementary level in learning reading comprehension. But we can be also used in other level in reading skill.

In this research, the researcher used media of Comic Life and strategy of the Directed Reading Activities. Media of Comic Life and Directed Reading Strategy were integrated in teaching reading comprehension in classroom.

From the background above the researcher conducted research under title “The Implementation of Comic Life to Increase Students’ Reading Comprehension at the Eighth Grade of SMP Pondok Pesantren IMMIM Putera Makassar”.

B. Research Question

The specification of this study was made based on the research questions as follows:

1. Does the implementation of Comic Life through Directed Reading Activities increase students’ reading comprehension?
2. Are the students interested in the use of Comic Life through Directed Reading Activities in reading comprehension?

C. Objective of the Research

Relevant to the research question above, the objective of the research was to know the comic life to increase students’ reading comprehension and students’ interest in reading. These are:

1. To know whether the implementation of comic life through Directed Reading Activities is able to increase students’ reading comprehension.

2. To know whether the students are interested in using Comic Life through Directed Reading Activities in teaching reading comprehension.

D. Significant of the Research

The result of the research is expected to be useful theoretically and practically.

1. Theoretically, it is expected to enrich the learning theory of reading.
2. Practically, to facilitate teachers and students in teaching and learning reading.

E. Scope of the Research

The scope of this research was limited to three aspects they were: discipline, content and activity. The discipline of this research was under applied linguistic. The content of this research was restricted in the implementation of 'Comic Life' through Directed Reading Activities at the eighth grade of SMP Ponpes Putra IMMIM Makassar. It means that, this research restricted on two main cases; the first was the applied of 'Comic Life' through Directed Reading Activities. The second was about the interest of student in learning reading by using 'Comic Life' through Directed Reading Activities. The activity was restricted on the teaching reading by using 'Comic Life' through Directed Reading Activities.